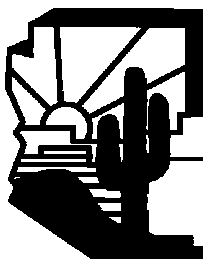


EDUCATIONAL VOUCHERS PROCEDURE MANUAL



For Children Placed In Private Residential Facilities



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PREFACE

This procedure manual is provided to ensure that children placed in private residential facilities are afforded a free, appropriate public education. All agencies involved with children placed in private facilities are responsible for portions of the voucher process. It is vital that each agency is aware of its responsibilities and meets the requirements in a timely manner.

Any child placed in a private residential facility must be provided with appropriate educational services. If the child is not currently receiving special education services, Arizona statute requires an evaluation be conducted to determine if a disability exists and if the child is eligible for special education services. The public education agencies and approved private residential facilities are required to comply with the regulations under the Individuals with Disabilities Education Act '97 [IDEA] and Arizona Revised Statute regarding identification, evaluation, service delivery, and placement.

There have been changes in the collaborative process used when a child requires residential placement for educational reasons. This process is detailed in the Protocols developed by ADE and BHS, which you will find in the appendix. Please read these materials carefully to determine what, if any, impact it may have on your current policy and procedures. In addition, there have been significant changes to the voucher application forms. Although the information requested is basically the same, it is hoped the new format will be less confusing and more legible. Should you have any questions, need assistance, or would like additional training, please contact the Exceptional Student Services-Vouchers Unit staff.

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DEFINITIONS

For purposes of these procedures, the following definitions shall apply:

(CSE) CARE SPECIAL EDUCATION: Category used for a child placed in a private residential facility by a State Placing Agency for care, safety, or treatment who is eligible for special education services but **does not require** residential placement to benefit from special education.

EDUCATION VOUCHER FUND FOR PRIVATE PLACEMENT: Fund established by the state legislature to provide monies for the education of a child who has been placed in a private residential facility (PRF) by a State Placing Agency, or for a child who requires a residential special education placement (RSE) as defined in *ARS 15-761(29)*. [See *ARS 15-1182(D)*]

EXIT CRITERIA: The criteria, determined by the IEP team, which identifies the behavioral goals the child is expected to achieve in order to be transitioned to a less restrictive environment. Exit criteria apply **only** to those children placed under a **Residential Special Education** voucher. In this case, the home school district's IEP team, including a State Placing Agency representative, makes the discharge decision. See appendix for Exit Criteria Guidelines.

(HSD) HOME SCHOOL DISTRICT: The school district in which the person who has legal custody of the child resides, as provided in *ARS 15-824(B)* **OR**, if the child's last school was a charter school, the charter school. If the child is a ward of the State, the Home School District is the last district the child attended. If the child has not previously attended a public school in this State, the Home School District is the public school district within which the child currently resides. [See *ARS 15-761(10)*, *15-763(A)*, *R7-2-401 (B5b)(G2)*]

(IEP) INDIVIDUALIZED EDUCATION PROGRAM: A written statement for providing special education services to an eligible child with a disability that includes the child's present levels of educational performance, measurable annual goals, benchmarks/objectives for evaluating progress toward the goals, and the specific special education and related services to be provided. [See *ARS 15-761(11)*]

INDIVIDUALIZED EDUCATION PROGRAM TEAM: A group of persons including the parents or guardian/surrogate, whose task it is to develop an appropriate individualized education program for the child based on evaluation results. [See *ARS 15-761(12)*]

(MET) MULTIDISCIPLINARY EVALUATION TEAM: The MET is comprised of qualified professionals along with the parent, guardian, or surrogate parent of the child, who meet for the purpose of determining eligibility for special education services based on existing data and, if applicable, evaluation results. [See *ARS 15-761(16)*]

(NSE) NON-SPECIAL EDUCATION: Category used for child placed in a private residential facility by a State Placing Agency for care, safety, or treatment, who is not eligible to receive special education services.

PARENT: The natural or adoptive parent of a child; the legal guardian of a child; a relative with whom the child resides and who is acting as the parent of that child; a surrogate parent who has been appointed for a child pursuant to *ARS 15-763(01)*; or a foster parent as defined in *ARS 15-761(7)* [See *ARS 15-761(22)*]

PRIOR WRITTEN NOTICE: Written notice, as defined in 20 United States Code sections 1414 and 1415, that includes:

- A description of the action proposed or refused by the school
- An explanation of why the school proposes or refuses to take the action
- A description of any options the school considered and the reasons why those options were rejected
- A description of each evaluation procedure, test, record or report the school used as a basis for the proposal or refusal
- A description of any other factors that were relevant to the school's proposal or refusal
- A full explanation of all of the procedural safeguards available to the parent
- A listing of sources for parents to contact to obtain assistance in understanding the notice

[See 34 CFR 300.503 (a)]

(PRF) PRIVATE RESIDENTIAL FACILITY: A private facility that is licensed by the Department of Economic Security or Department of Health Services and which has been approved by the ADE for the purpose of providing special education and related services or, for other than special education placements, has

been accredited by the North Central Association of Colleges and Secondary Schools. (Private facilities applying for initial approval as a private school are not required to receive accreditation until three years after the date of initial approval as long as continual progress toward accreditation is maintained.) [See ARS 15-1181(8) (a) (b)]

REINTEGRATION PLAN: An outline of the process that will be used to transition a child from a private residential facility into a less restrictive environment when it is appropriate to do so. The private residential facility and the state placing agency shall work with the home school district in the development of this plan. If a child is placed for educational reasons (RSE), the Reintegration Plan **must** be developed as part of the IEP. [See ARS 15-1185 (a) (b)]

(RBHA) REGIONAL BEHAVIORAL HEALTH AUTHORITY: An organization under contract with the Arizona Department of Health Services to coordinate the delivery of behavioral health services to eligible persons in a geographically specific service area in the state.

RELATED SERVICES: Those supportive services required to assist a child with a disability who is eligible to receive special education services to benefit from special education. [See ARS 15-761 (28)]

(RSE) RESIDENTIAL SPECIAL EDUCATION PLACEMENT: Category used for a child with a disability placed in a private residential facility, as provided in ARS 15-761(29), **in order to provide necessary special education and related services as specified in an individualized education program (IEP) that meets the Least Restrictive Environment needs of the child.** [ARS 15-1182(F)]

(SPA) STATE PLACING AGENCY: One of the following government agencies with the authority to place a child in a private residential facility for care, safety, or treatment: Department of Juvenile Corrections (ADJC), Department of Economic Security (DES), the Department of Health Services (DHS/BHS), or the Administrative Office of the Court (AOC/Juvenile Court). [See ARS 15-1181(12)]

INTERAGENCY SERVICE COORDINATION

Promising practices indicate that children who receive or are in need of services from multiple agencies make the greatest progress when those services are coordinated. Collaboration between agencies typically culminates in more effective and less costly provision of services with a decrease in duplication; a result that benefits all involved.

Useful collaboration occurs long before a child has reached the point of requiring residential placement for any reason. If you are working with a child that you believe might benefit from the services of another agency, here are some specific steps you can take to begin the collaborative process.

1. Establish good communication with the child's parent or guardian and explain what other services might be available and why you think those services would be beneficial. Obtain the parent or guardian's permission to release information to the agency you are recommending and make a referral to that agency, or assist the parent in making a request for services. If you are an educator, this might be a referral to a RBHA for behavioral health services. A caseworker might guide the parents in requesting a special education evaluation from the school.
2. Once parent permission has been obtained and the child begins receiving multiple services, it is important to keep the lines of communication open between all parties. Problems often arise because one party doesn't understand the rules and regulations by which the other must abide. Don't assume that others know why you do what you do; explain your actions and ask others to teach you about their systems.
3. Participate as much as possible in all meetings that deal with the child's service plans.
4. Be willing to consider innovative solutions and share the work. Try not to be territorial; accept the observations and feedback of others.

Minimum collaboration: (as mandated by statute, interagency agreements, and protocols)

1. All parties must act in good faith to provide the necessary services in the **least restrictive environment**.
2. When a child is placed for care, safety, or treatment, the State Placing Agency shall **immediately** notify the Home School District of the

placement and involve them in the child's case management through the special education evaluation process.

3. In the case of a child placed for care, safety, or treatment the Home School District is responsible for reviewing the child's educational progress and planning for integrating the child into a public school when it is educationally appropriate. The private residential facility and the State Placing Agency shall work with the Home School District for that purpose.
4. When the Home School District believes residential placement might be necessary as the least restrictive environment for a child not currently being served by a state placing agency, the district, together with the parent or guardian, shall initiate a referral to the local Regional Behavioral Health Authority (RBHA) for a behavioral health assessment. If the child is already connected with another agency, it is expected the child's caseworker (or other agency representative) would already be involved in the child's IEP meetings.
5. The Home School District shall, with parent or legal guardian permission and a signed Release of Information, share any existing evaluations, the current IEP, and other relevant information with the RBHA.
6. The RBHA shall conduct an assessment of the child with the family or legal guardian. The assessment shall begin within 7 calendar days of the referral from the LEA and the family or legal guardian and the LEA, unless the nature of the child's clinical profile at the time of referral is determined by the RBHA, as requiring more urgent assessment.
7. The LEA shall schedule a time for the IEP team, including a RBHA representative, to reconvene with the family or legal guardian to discuss the results of the RBHA assessment and any additional data gathered by the LEA. Notice of 10 calendar days shall be given unless all parties agree to an earlier meeting time. The *Placement in a Private Residential Facility* guide (see Appendix) will be used when reviewing the IEP. All parties shall strive to educate, and maintain the child in the community whenever possible.
8. If an IEP is written identifying residential placement as the least restrictive environment, the Regional Behavioral Health Authority shall attempt to facilitate a placement within 15 days.
9. The HSD will assist the RHBA if necessary in gaining parental cooperation in applying for Title XIX funding.

COMPULSORY EDUCATION

- A.** No child of compulsory school age, as defined in *ARS 15-802*, may be placed in a private residential facility without a concurrent educational program. No child may be placed in a special education program without a compliant IEP. No child between the ages of 2.9 and their 22nd birthday, who has an IEP calling for special education, may be deprived of such services.
- B.** A child **MUST** have a current IEP (reviewed and revised within a one year period) in order to receive special education and related services
- C.** A special education child who does not graduate from high school with a regular diploma (e.g. GED) remains eligible for all special education and related services indicated on his/her IEP until the child earns a regular diploma or ages out on their 22nd birthday.

INITIAL VOUCHER PROCEDURE SUMMARY

The first time a child enters a facility within a fiscal year (July 1 to June 30) an initial voucher must be generated. If the placement is initiated by a State Placing Agency, they have the first responsibility to begin the process. If the placement is initiated by the Home School District through the IEP process, the first responsibility lies with the HSD.

If a child is moved from one facility to another; a new SPA Application must be completed and submitted. The ADE/ESS Voucher Unit will determine if a new HSD packet is also required at that time.

If the child leaves a facility and returns to the same facility within the same year, a new voucher is not required but all parties, including the HSD and the Arizona Department of Education/Exceptional Child Services Vouchers Unit, must be notified in writing in order to reactivate the existing approval.

I) Placement Initiated By A State Placing Agency (when a child needs to be placed in a private residential facility for reasons of care, safety, or treatment)

A) Responsibilities of State Placing Agency

- 1) Complete and sign SPA Voucher Application (Appendix page I)
- 2) Notify Home School District of child's pending placement **AND** obtain Home School District representative's signature on SPA Voucher Application **PRIOR** to placement. In the case of an emergency placement, obtain HSD signature within 5 days of placement date.
- 3) Place child in private residential facility and provide the facility with a copy of the completed voucher application.
- 4) Submit SPA Voucher Application to ADE-ESS for approval. Vouchers for placements initiated by a State Placing Agency are only approved for 60 calendar days from the date of placement.
- 5) Collaborate with HSD and PRF to develop a reintegration plan for child returning to HSD upon discharge.
- 6) Collaborate with HSD and PRF to determine appropriate discharge date.

B) Responsibilities of Home School District

- 1) Sign SPA Voucher Application in a timely manner and return to SPA
- 2) Ascertain if child is currently receiving special education services.
 - a) If child **is not** currently receiving special education services, the HSD must convene MET to review existing data, gather additional data if needed, and make an eligibility determination.
 - (i) If child is determined *not eligible* for special education services, complete and submit HSD Voucher Application Packet with NSE option checked.
 - (ii) If child is determined *eligible* for special education services, write IEP for appropriate services in **least restrictive environment** with a notation indicating the IEP will be implemented in the private residential facility. Complete and submit HSD Voucher Application Packet with CSE option checked.
 - b) If child **is** currently receiving special education services, the HSD must convene an IEP team to review current goals, objectives, and services to determine appropriateness. Revisions should be made as appropriate and notation should be added indicating the IEP will be implemented in the private residential facility. Complete and submit HSD Voucher Application Packet with CSE option checked.
- 3) Submit a request for extension if unable to complete requirements for HSD Voucher Application Packet within 60 days of placement date. Failure to do so will result in the HSD assuming responsibility for payment of educational costs until the requirements are met. [See ARS 15-1183 (C)]
- 4) Participate in staffings and meetings regarding child's progress.
- 5) Monitor educational progress.
- 6) Collaborate with SPA and PRF to develop reintegration plan for child returning to HSD upon discharge.
- 7) Collaborate with SPA and PRF to determine appropriate discharge date.

C) Responsibilities of Private Residential Facility

- 1) Ensure that SPA Voucher Application is completed and signed by HSD **before** admitting child.

- 2) Implement IEP (for eligible children) as written. The IEP team must make any changes in goals, services, or adaptations.
- 3) Notify and invite SPA and HSD representatives to treatment planning and other meetings regarding the child.
- 4) Provide educational progress reports on a regular basis to both the parents and the HSD.
- 5) Collaborate with the SPA and HSD to develop a reintegration plan for returning the child to HSD upon discharge.
- 6) Collaborate with the SPA and HSD to determine appropriate discharge date.
- 7) Notify the HSD and the SPA if the child leaves facility prior to planned discharge (i.e.: hospitalized, run away, adjudicated, etc).

II) Placement Initiated By A Home School District (when a child needs to be placed in a private residential facility in order to benefit from special education services)

A) Responsibilities of Home School District

- 1) As soon as the HSD considers the **possibility** of a private residential facility as the least restrictive environment for the child's education, the HSD, together with the parent or guardian, shall contact the RHBA to initiate a referral for a behavioral health evaluation. *The school should be sure the RHBA is aware the referral is for a child who may be in need of an educational residential placement.*
- 2) Reconvene the IEP team, including the RHBA representative, to consider the results of the behavioral health evaluation and any other additional data gathered. Utilize the *Placement in a Private Residential Facility* guide (see Appendix) to assist in determining appropriate placement.
- 3) **If** the IEP team, including the RBHA representative, determines that the child must be placed in a private residential facility in order to benefit from special education services, write an IEP documenting the need for placement, necessary services, exit criteria, and a reintegration plan.

- 4) Complete and submit HSD Voucher Application Packet with RSE option checked. (RSE is the only option possible when placement is driven by IEP.)
 - 5) Monitor progress of the child while in placement, participate in treatment planning and staffings, and insure the evaluation and IEP remain current.
 - 6) Implement reintegration plan when appropriate.
- ** If child is not placed within 15 days of IEP **AND** the RHBA has not notified the HSD of the situation, the HSD should submit an Alert Form to the ADE/ESS Voucher Unit. (See Appendix)**

B) Responsibility of State Placing Agency

- 1) Conduct behavioral health assessment and represent agency at IEP meeting. Participate in development of exit criteria and reintegration plan.
- 2) **If** the IEP team determines that the child must be placed in a private residential facility in order to benefit from special education services, find an appropriate, approved PRF and place the child within 15 days of IEP date.
- 3) If placement cannot be made within 15 days of IEP, notify parent, HSD and ADE/ESS Voucher unit of situation.
- 4) Assist in implementation of reintegration plan.

C) Responsibilities of Private Residential Facility

- 1) Ensure that HSD Voucher Application is complete before accepting the child.
- 2) Notify and invite HSD and SPA representatives to treatment planning and other meetings regarding the child.
- 3) Provide valid, accurate data with regard to exit criteria on a regular basis.
- 4) Provide educational progress reports on a regular basis to both the parents and the HSD.
- 5) Collaborate with HSD and SPA to determine discharge date.
- 6) Collaborate with the HSD and SPA to implement reintegration plan for returning the child to HSD upon discharge.
- 7) Notify HSD and SPA if the child leaves facility prior to planned discharge (i.e.: hospitalized, run away, adjudicated, etc).

HOME SCHOOL DISTRICT RESPONSIBILITIES IN DETAIL

- I) When a child who is not currently receiving special education services is placed by a State Placing Agency, an evaluation must be conducted pursuant to *ARS 15-766* and must contain all of the components specified by that statute.
- A) The Home School District must convene a MET (Multidisciplinary Evaluation Team) to determine the child's eligibility for special education services. Members of the team must include, but are not limited to:
- 1) The parent(s), legal guardian, **or surrogate-- if necessary**
 - 2) Regular education teacher
 - 3) Special education teacher
 - 4) A representative of the public agency who is qualified to provide or supervise the provision of instruction for children with disabilities and is knowledgeable about general curriculum and available resources
 - 5) A person who can interpret the instructional implications of evaluation results
 - 6) The child, if appropriate
 - 7) At the discretion of the parent or the public agency, other persons with knowledge or special expertise about the child
- B) The evaluation should begin with a review of existing data and a determination for the need for additional data. If existing data is sufficient to make a determination of eligibility for special education services, further testing is not required. Evaluation components which are common to requirements of other agencies (*ARS 36-501 (11)[DHS] and ARS 36-551 (28)[DDD]*) may be shared by and with those agencies as directed in *ARS 15-765 (E)[ADE]*, *ARS 36-555[DES]*, and *ARS 36-509 (10) and 36-531[DHS]*.
- C) Based on the results of the evaluation, if the child is not eligible for special education the placement is a NSE option. If the child is eligible for special education, the placement is a CSE option. The Home School District must then submit a complete voucher packet to ADE for the option chosen.
- II) When a child currently receiving special education services is placed by a State Placing Agency, the Home School District must convene an IEP Team to review the appropriateness of the child's current IEP (*ARS 15-1183 (B)*).
- A) Members of the team must include but are not limited to:
- 1) The parent(s), legal guardian, **or surrogate-- if necessary**

- 2) Regular education teacher
 - 3) Special education teacher
 - 4) A representative of the public agency who is qualified to provide or supervise the provision of instruction for children with disabilities and is knowledgeable about general curriculum and available resources
 - 5) A person who can interpret the instructional implications of evaluation results
 - 6) The child, if appropriate
 - 7) At the discretion of the parent or the public agency, other persons with knowledge or special expertise about the child
 - 8) A representative of the State Placing Agency
- B) Based on the results of the review, the Home School District must determine whether the placement is for care, safety, or treatment reasons (CSE option), or Residential Special Education (RSE option). The Home School District must submit a complete voucher packet to ADE for the option chosen.
- 1) If the team determines the placement is for care, safety, or treatment, the setting and service level sections of the IEP should be written as though the child were still attending the public school. A notation should then be made in the IEP, as well as in the Prior Written Notice, stating the IEP will be implemented in the PRF until the child is discharged.
 - 2) If the team determines the placement should be for educational reasons as well as care, safety, or treatment, the IEP setting and service level should reflect a residential setting. The team must also develop exit criteria and a reintegration plan as for any other educational residential placement.

VOUCHER APPLICATION PACKET IN DETAIL

When a PEA learns one of their children has been placed in a private residential facility they have 60 days from **the date of the child's entry** into the facility in which to complete and submit a Home School District Voucher Application Packet. This packet may be submitted by fax or mail, but **not** both. Only the documents identified here should be submitted. Items such as meeting notices, conference notes, and out-dated IEPs are not necessary and can cause confusion and delay in approval. Once the packet has been submitted and approved, the LEA will receive a memorandum from the Voucher Unit verifying the approval and dates of funding.

REQUIRED COMPONENTS

I) FOR NSE Option: Used when an evaluation conducted by the MET determines the child is not eligible for special education. Include:

- A) Home School District Voucher Application Form, signed by the Home School District representative, with the Non-Special Education (NSE) option checked. (Appendix page III)
- B) An evaluation summary, as specified in *ARS 15-766* or an addendum to a State Placing Agency evaluation that meets the requirements of *ARS 15-766*. **If the MET has determined no additional data was needed, provide a written summary of the existing data reviewed.**
- C) The MET Report/Eligibility Determination Form signed by the parent and other required team members indicating the child is not eligible for special education services.
- D) A copy of the Prior Written Notice documenting the **eligibility** decision.

II) FOR CSE Option: Used when the child is determined eligible for special education and the IEP team determines the child does **not** require residential placement for **educational** reasons. Include:

- A) Home School District Voucher Application Form, signed by the Home School District representative, with the Care Special Education (CSE) option checked. (Appendix page III)

- B) A current comprehensive evaluation summary (dated within the last 3 years), as specified in *ARS 15-766* or an addendum to a State Placing Agency evaluation meeting the requirements of *ARS 15-766*.
- C) The MET Report/Eligibility Determination Form signed by the parent and other required team members indicating that the child is eligible for special education services and the category (ies) of eligibility.
- D) A new IEP-- or current IEP with addendum--identifying necessary services in the **least restrictive environment** with a notation the PRF will implement the IEP for the time the child is in placement. * It is the HSD's responsibility to ensure that the PRF has an approved educational program and can provide the needed special education services. * **The LRE should not be "a residential facility" unless the team has determined the child requires residential placement for educational reasons. In this case, the placement becomes a RSE Option. (See III below).**
- E) If the parent did **not** participate in the IEP meeting, submit documentation of a minimum of 3 good faith attempts to contact the parent and secure their participation.
- F) A copy of the Prior Written Notice documenting any IEP revision decisions as well as the implementation of the IEP in the PRF.

III) FOR RSE Option: When the IEP team determines a child, who is eligible for special education services, **requires a residential special education placement in order to benefit from those services.** **

- A) Home School District Voucher Application Form, signed by the Home School District representative with the Residential Special Education (RSE) option checked. (Appendix page III)
- B) A current comprehensive evaluation summary (within the last 3 years), as specified in *ARS 15-766* or an addendum to a State Placing Agency evaluation meeting the requirements of *ARS 15-766*. This evaluation or its addendum must describe the educational and behavioral interventions previously attempted and the educational reasons for recommending residential placement as required by *ARS 15-765(G2)*. Written completion and inclusion of the *Placement in a Private Residential Facility* guide (see Appendix) will satisfy this requirement.

- C) The MET Report/Eligibility Determination Form signed by the parent and other required team members indicating that the child is eligible for special education services and the category (ies) of eligibility.
- D) An IEP identifying the need for residential placement for educational reasons and addressing the need for Extended School Year services.
- E) Exit criteria, developed by the IEP team, which follow the Exit Criteria Guidelines (see Appendix). Exit Criteria should identify the behaviors separating the child from those served in the school's most restrictive in-district setting or that of a private day school.
- F) A reintegration plan developed by the IEP team to assist the child in returning to the HSD following placement
- G) A copy of the Prior Written Notice given to the parent documenting the proposed change in service delivery location from public school or private day school to a private residential facility.

****The Home School District must ensure:**

- The IEP documents the need for placement for **educational reasons**. (The *Placement in a Residential Facility Guide* can provide this documentation. See Appendix.)
- The PRF has an Arizona Department of Education approved educational program in which the IEP can successfully be implemented.
- There is no interruption in delivery of special education services despite any delays in securing placement. It is recommended that the IEP team develop an interim plan for service at the same time as they develop the IEP requiring residential placement.
- Out-of-state placements are made **only** when necessitated by the child's unique educational needs or when determined appropriate by the team.
- The child's progress is monitored carefully and the child is transitioned to a less restrictive environment as soon as appropriate.

EXTENSION OF EDUCATION VOUCHER FUNDING

Pursuant to *ARS 15-1183(C)*, funding of an approved State Placing Agency Voucher Application may be extended past 60 calendars days for good cause, as determined by the state director of special education or designee upon application by the Home School District.

- ❖ When the Home School District determines that it is unable to complete the Home School District packet within the 60-day timeframe, the Home School District may request an extension by completing an Application for Extension of Education Voucher Funding (Appendix page V) and submitting it to the Arizona Department of Education, Exceptional Child Services Vouchers Unit.
 - The state director of special education or designee will review the extension application and any supporting data.
 - If good cause is found, the Extension Application will be approved for a specific period of time. Examples of good cause may include:
 - An inability to obtain parent consent of evaluation.
 - An inability to obtain a surrogate parent.
 - An inability to test child (unauthorized absence, hospitalization, etc.)
 - **If an extension is not approved, the Home School District shall assume responsibility for payment of the educational costs while the child is in the private residential facility until the requirements of *ARS 15-1183(B)* have been met.**

CONTINUING VOUCHERS

All vouchers expire on the last fiscal day of the current year. No separate funding is provided for summer programming. Continuing vouchers may be provided for children who remain in a private residential facility from the end of one school year through the beginning of the next school year. **Continuing vouchers should only be requested if the HSD voucher application has already been approved.** Prior to the beginning of the new fiscal year, the ADE/ESS Vouchers unit will provide each facility a list of students eligible for continuing voucher funding.

I) Responsibilities of Private Residential Facility

- A) Complete Continuing Voucher Application Form (Appendix page V) with appropriate option checked.
- B) Obtain SPA representative signature on Continuing Voucher Form.
- C) Obtain HSD representative signature on Continuing Voucher Form.
- D) Submit Continuing Voucher Application Form to ADE/ESS with required supporting documentation.
 - a) NSE Option: Continuing Voucher Application Form **only**.
 - b) CSE Option: Continuing Voucher Application Form plus current IEP-- **if it has been revised since the HSD packet was approved.**
 - c) RSE Option: Continuing Voucher Application Form plus current IEP, Exit Criteria, and Reintegration Plan-- **if they have been revised since the HSD packet was approved.**

II) Responsibilities of Home School District

- A) Sign Continuing Voucher Application Form and return to the PRF.
- B) Ensure PRF has copies of current and appropriate evaluations and IEPs. IEP must have correct LRE statement reflecting **only** services needed to meet the child's needs. If CSE Option, IEP should contain a statement indicating implementation in the PRF. If RSE, the IEP must include documentation of need for residential placement as well as exit criteria and reintegration plan.

III) Responsibilities of State Placing Agency

- A) Sign Continuing Voucher Application Form and return to the PRF

SPECIAL CIRCUMSTANCES

The following situations do not fit into the regular voucher application process. These involve a child already in placement with current voucher approvals. If all required conditions are met, a new voucher application is NOT required. Instead, the State Placing Agency is responsible for notifying all parties concerned, including the Arizona Department of Education/Exceptional Student Services Vouchers Unit. Please use the *Notification Of Facility Change* form found in the Appendix to do so.

➤ **Transfers:**

- Child is transferred from one private residential facility to another by State Placing Agency
- Transfer takes place within 24 hour period
- New facility must be on approved list

➤ **Return to placement:**

- Child has been withdrawn from facility for any reason other than a planned discharge (i.e.; AWOL, hospitalization, detention, etc)
- Child is returned to same facility within the period of the existing voucher approval

ATTENTION

NOTE: IF THE REQUIREMENTS FOR THE HOME SCHOOL DISTRICT VOUCHER APPLICATION PACKET HAVE NOT BEEN SUBMITTED TO ARIZONA DEPARTMENT OF EDUCATION-EXCEPTIONAL CHILD SERVICES WITHIN SIXTY (60) CALENDAR DAYS OF THE CHILD'S ENTRY INTO THE RESIDENTIAL FACILITY EDUCATIONAL PROGRAM OR A REQUEST FOR AN EXTENTION HAS NOT BEEN SUBMITTED, THE HOME SCHOOL DISTRICT MAY BE RESPONSIBLE FOR PAYMENT OF EDUCATIONAL COST UNTIL THE DATE THE DOCUMENTATION HAS BEEN RECEIVED BY ADE/ESS.

ALSO NOTE: IF THE PRIVATE RESIDENTIAL FACILITY ACCEPTS A CHILD WITHOUT A COMPLETED AND SIGNED EDUCATIONAL VOUCHER, THE RESIDENTIAL FACILITY MAY BE LIABLE FOR THE COST OF THE EDUCATION OF THAT CHILD.

DISCLAIMER

THIS MANUAL IS BASED ON OUR CURRENT UNDERSTANDING OF P.L. 105-17 (IDEA '97) AND ARS 15-765 & 15-1181. THE INFORMATION CONTAINED HEREIN MAY BE SUBJECT TO CHANGE AS A RESULT OF LITIGATION, REGULATION, OR OTHER INTERPRETATION.

APPENDIX

PROTOCOLS FOR EDUCATIONAL RESIDENTIAL PLACEMENTS

Early intervention with children who may have a behavioral health need is essential to ensure success in the classroom. In the event that a child may need some level of intervention beyond what is available through the Local Education Agency, a representative from the school should collaborate with the family or legal guardian to identify resources, available to the child. This may include services covered by either private insurance or AHCCCS behavioral health benefits. If the child is currently not enrolled in AHCCCS, but may be eligible through Title XIX or Title XXI (KidsCare), the LEA should assist the family in the enrollment process.

Review by the Local Education Agency (LEA)

1. When an LEA identifies a child who is not achieving success in his or her current special education placement, due to educational or behavioral health needs, and a more restrictive placement may be needed, the LEA shall initiate an IEP review. This should include a review of existing data and determination of the need for additional data.
2. If the IEP team believes the child's behavior in the educational setting is so severe that a residential placement may be needed, the LEA, with the parent or legal guardian shall initiate a referral to the local Regional Behavioral Health Authority (RBHA)* for a behavioral health assessment. The LEA and the family or legal guardian will contact the RBHA to initiate a referral for a behavioral health assessment.
3. If the parent or legal guardian informs the LEA that the child is already enrolled with a RBHA, the LEA will contact the RBHA and proceed with the steps outlined below.
4. At the time of referral, the LEA shall, with parent or legal guardian permission and a signed Release of Information, share any existing evaluations, the current IEP, and other relevant information with the RBHA.
5. The RBHA shall conduct an assessment of the child with the family or legal guardian. The assessment shall begin within 7 calendar days of the referral from the LEA and the family or legal guardian and the LEA, unless the nature of the child's clinical profile at the time of referral is determined by the RBHA, as requiring more urgent assessment.
6. After the RBHA has assessed the child and family or legal guardian, the RBHA shall contact the LEA with the preliminary results within 7 calendar days, post-assessment.

*** A RBHA may assign or delegate any function outlined in this protocol to a Network or Provider. Information will be made available to the LEAs regarding the RBHA contacts in their region.**

7. The LEA shall schedule a time for the IEP team, which includes the RBHA as a team member, to reconvene with the family or legal guardian to discuss the additional data gathered by the LEA and the results of the RBHA assessment. Prior notice of 10 calendar days shall be given unless all parties agree to an earlier meeting time.
8. As part of the RBHA assessment process, a financial eligibility screening shall occur. At that time, it shall be determined if any private insurance behavioral health benefits may exist. In addition, if the child is not currently enrolled in AHCCCS but may be eligible, the family or legal guardian will be assisted in the application process.

The Integrated Service Planning Process

1. In collaboration with the RBHA, a review of the current IEP will be conducted utilizing the attached Placement in a Private Residential Facility guide. All parties shall strive to educate, and maintain the child in the community whenever possible.
2. If it is determined that the child can be educated in the community, the RBHA shall ensure that for a Title XIX/XXI enrolled child, the appropriate supports and covered services be made available. In addition, the LEA shall also ensure that the appropriate educational supports remain in place for the child.
3. If it is determined that the child can not be educated in the community and a residential placement is necessary to meet the child's needs, the exit criteria and a preliminary reintegration plan must be included in the IEP. The exit criteria shall address the development and skills necessary for the child to function in a less restrictive educational placement. The exit criteria shall be consistent with the child's behavioral health treatment plan and goals. The ability to achieve success according to the treatment plan and the exit criteria on the IEP shall be based on realistic expectations of the child's ability to move to a less restrictive placement.
4. In the event that the child is presently not enrolled in AHCCCS but will be eligible once residing out of the home, the RBHA is responsible for assisting the family or legal guardian with applying for AHCCCS.
5. When a residential placement must be made, the RBHA shall act as the State Placing Agency and attempt to facilitate the placement within 15 working days of the placement decision. A secure residential placement or an out of state placement shall not be considered unless a team comprised of the family or legal guardian and involved behavioral health professionals have determined that the placement is the most appropriate, least restrictive level of care available to meet the behavioral health needs of the child.
6. While the residential placement admission is pending, the LEA shall continue to provide the necessary educational services and the RBHA shall provide the Title XIX/XXI behavioral health supports and covered services for the child and family.

7. The Education Voucher application must be submitted by the LEA prior to the child entering residential placement.
8. Upon acceptance for admission, the RBHA shall notify the LEA and the Arizona Department of Education of the provider's identity and date of entry. In the event the placement may be delayed beyond 15 days, the RBHA shall immediately notify the family or legal guardian, the LEA and the Arizona Department of Education of the situation and the anticipated resolution.

Coordination of Care During a Residential Placement

1. While the child is in placement, the LEA, the RBHA and the residential provider, in conjunction with the family or legal guardian, shall participate in a review of the placement, at a minimum every 30 days.
2. During the 30-day reviews, all parties referenced in #1 shall consider progress according to the goals and objectives of the treatment plan and the IEP exit criteria. Each review shall also include a discussion surrounding the type of educational and behavioral health supports that would be needed to return the child to a less restrictive placement.
3. Anticipated transitional supports shall be discussed during the 30-day reviews. The LEA and the RBHA shall both strive to ensure that the necessary educational and Title XIX/XXI behavioral health supports shall be available to the child and family at time of discharge.

Transition to the Community

1. When the child's treatment goals and the IEP exit criteria have been met, the LEA, RBHA, family or legal guardian and residential provider shall collaborate on the necessary planning for transition to a less restrictive setting. At that time, the IEP shall be revised and the treatment plan updated.
2. The LEA, RBHA and family or legal guardian shall coordinate with the residential facility to schedule a discharge date.
3. The LEA and the RBHA shall ensure the agreed upon educational and Title XIX/XXI behavioral health supports are in place for the child and family upon discharge.
4. Post-discharge, the LEA and the RBHA shall continue to monitor the child's status in the less restrictive placement. Communication between the LEA and the RBHA shall continue in order to monitor and support the child's successful integration in the new setting.

PLACEMENT IN A PRIVATE RESIDENTIAL FACILITY GUIDE

In order for the IEP Team to arrive at an appropriate decision regarding placement in a private residential facility (PRF) the following questions need to be answered.

1. What services, strategies and/or interventions were tried to help this child benefit from a less restrictive placement?
2. What impact did those services; strategies and/or interventions have on the child?
3. What impact does the child have on the less restrictive placement? (e.g. – ability of others to learn)
4. What factors now hinder the implementation of the IEP in a less restrictive placement? (e.g. – danger to self and others, medical needs, immediate accessibility to resources)
5. What additional supports would be needed for the child to be successful in a less restrictive placement?
6. Why is the proposed placement (i.e. – placement in a PRF) essential to meet the child's learning needs? (Describe the environment and its potential impact on the child)

EXIT CRITERIA GUIDELINES

FOR RESIDENTIAL PLACEMENTS

1. Exit criteria are a required part of the IEP **only** for children placed in a private residential facility for **educational reasons**.
2. Exit criteria must be *behavioral* and clearly reflect the reasons the child requires placement. They should not include academic goals, less severe behaviors (i.e. on-task, work completion), or therapeutic goals.
3. Exit criteria must be *measurable*. Therefore, the behavior must be observable and it must be possible to count instances of the behavior.
4. Exit criteria must be *reasonable*. Disabilities must be taken into account and children should not be held to a higher standard than children in less restrictive environments. In addition, the number of criteria should be kept at a minimum. They are only to identify those behaviors that prevent the child from functioning in a less restrictive environment.
5. Exit criteria should be aligned with the behavioral health treatment plan to ensure consistency in goals and approach.

EXAMPLES OF ACCEPTABLE EXIT CRITERIA

- The child will avoid physically assaultive behavior 100% of the time.
- The child will demonstrate compliance with staff directives without arguing 75% of the time.
- The child will demonstrate appropriate verbal expression 80% of the time.
- The child will demonstrate positive peer interactions 75% of the time.

EXAMPLES OF UNACCEPTABLE EXIT CRITERIA

- The child will demonstrate on-task behavior 95% of the time for 3 months.
- The child will resolve grief issues.
- The child will have a positive attitude toward school.
- The child will have a healthy sexual identity.
- The child will avoid physical and verbal tics 100% of the time. (Child has Tourette's Syndrome)
- The child will increase his reading skills by one grade level.

STATE PLACING AGENCY APPLICATION

REQUEST FOR EDUCATION VOUCHER FUNDING

Submit to: Arizona Department of Education, Exceptional Child Services, Attention: Vouchers Unit
1535 W. Jefferson, Bin # 24, Phoenix, AZ 85007 or FAX to: (602) 364-0428

The State Placing Agency is responsible for ensuring that this form is completed for a child who requires placement in a private residential facility for care, safety or treatment.

PLEASE PRINT:

NAME OF CHILD: _____ DOB: ____/____/____

Residential Facility: _____ Date of entry: ____/____/____

STATE PLACING AGENCY: _____

Contact Person: _____ Phone () _____

Signature of SPA Representative

Date

HOME SCHOOL DISTRICT: _____ Phone () _____

Child receiving Special Education Services ____Yes ____No If Yes, Disability: _____

Signature of Home School District Representative

Date

Home school district means the school district in which the person who has legal custody of the child resides. If the child is a ward of the state and a specific person does not have legal custody of the child, the home school district is the district that the child last attended or, if the child has not previously attended a public school in this state, the school district within which the child currently resides. Reference: ARS 15-761(10)

NOTE: Pursuant to ARS 15-1182, this voucher application can only be approved for a period of 60 calendar days. Prior to expiration of the 60 calendar days, the Home School District must submit a Home School District Application for Education Voucher Funding or an Application for Extension of Voucher Funding to the Arizona Department of Education/ Exceptional Child Services.

FOR ARIZONA DEPARTMENT OF EDUCATION USE ONLY

____ APPROVED: Dates: ____/____/____ to ____/____/____ VOUCHER NUMBER: _____

Category: NSE CSE Primary Disability: A EDP SLD MIMR MOMR VI HI OHI Other____

____ NOT APPROVED: Reason: _____

Arizona Department of Education Representative

Date: ____/____/____

CHECKLIST FOR COMPLETING A SPA APPLICATION

FOR A CHILD ATTENDING A PRIVATE RESIDENTIAL FACILITY EDUCATION PROGRAM, THE STATE PLACING AGENCY SHALL SUBMIT THE FOLLOWING INFORMATION TO THE ARIZONA DEPARTMENT OF EDUCATION:

★ A *State Placing Agency Application for Education Voucher Funding* form. The application form must indicate:

- The name of the child
- The child's birth date
- The name of the residential facility
- The date of entry
- The name of the State Placing Agency
- The SPA contact person, and phone number
- The signature of the State Placing Representative
- The name of the child's Home School District
- The signature of the Home School District Representative

Home school district means the school district in which the person who has legal custody of the child resides, as provided in ARS 15-824(B) *OR*, if the child's last school was a charter school, the charter school. If the child is a ward of the State, the Home School District is the last district the child attended. If the child has not previously attended a public school in this State, the Home School District is the public school district within which the child currently resides. [See ARS 15-761(10), 15-763(A), R7-2-401(B5b)(G2)]

NOTE: PURSUANT TO ARS 15-1182, STATE PLACING AGENCY EDUCATION VOUCHERS CAN ONLY BE APPROVED FOR A PERIOD OF TIME NOT TO EXCEED 60 CALENDAR DAYS. PRIOR TO THE EXPIRATION OF 60 CALENDAR DAYS, THE HOME SCHOOL DISTRICT MUST SUBMIT A "HOME SCHOOL DISTRICT APPLICATION FOR EDUCATION VOUCHER FUNDING" PACKET TO THE ARIZONA DEPARTMENT OF EDUCATION EXCEPTIONAL CHILD SERVICES.

HOME SCHOOL DISTRICT APPLICATION

REQUEST FOR EDUCATION VOUCHER FUNDING

Submit to: Arizona Department of Education, Exceptional Child Services, Attention: Vouchers Unit
1535 W. Jefferson, Bin # 24, Phoenix, AZ 85007 or FAX to: (602) 364-0428

The Home School District is responsible for ensuring that this form is completed for any child requiring placement in a private residential facility. THIS APPLICATION AND REQUIRED DOCUMENTATION MUST BE SUBMITTED TO THE ADE EXCEPTIONAL CHILD SERVICES WITHIN 60 CALENDAR DAYS OF THE CHILD'S ENTRY INTO THE RESIDENTIAL FACILITY. FAILURE TO SUBMIT THIS INFORMATION OR A REQUEST FOR EXTENTION WITHIN THAT TIMEFRAME WILL RESULT IN THE HOME SCHOOL DISTRICT ASSUMING RESPONSIBILITY FOR THE PAYMENT OF EDUCATIONAL COSTS THROUGH THE DATE THE VOUCHER DOCUMENTATION HAS BEEN RECEIVED BY EXCEPTIONAL CHILD SERVICES.

PLEASE PRINT:

NAME OF CHILD: _____ DOB: ____/____/____

Residential Facility: _____ Date of entry: ____/____/____

STATE PLACING AGENCY: _____

Contact Person: _____ Phone () _____

HOME SCHOOL DISTRICT: _____ Phone () _____

Educational Placement and funding option:

_____ (NSE) Child is **not eligible** for special education, in a residential facility for care, safety, or treatment.

_____ (CSE) Child is **eligible** for special education, in a residential facility for **care, safety, or treatment**.

_____ (RSE) Child is **eligible** for special education **and** requires a residential facility for **educational reasons**.

Signature of Home School District Representative

Date

Home school district means the school district in which the person who has legal custody of the child resides. If the child is a ward of the state and a specific person does not have legal custody of the child, the home school district is the district that the child last attended or, if the child has not previously attended a public school in this state, the school district within which the child currently resides. Reference: ARS 15-761(10)

FOR ARIZONA DEPARTMENT OF EDUCATION USE ONLY

Approval period: ____/____/____ to ____/____/____ VOUCHER NUMBER: _____

NSE CSE RSE Primary Disability Category: A EDP SLD MIMR MOMR VI HI OHI Other_____

Arizona Department of Education Representative

Date: ____/____/____

CHECKLIST FOR COMPLETING A HSD APPLICATION

- ❖ **NON-SPECIAL EDUCATION (NSE) OPTION:** If the child is determined **not eligible** for special education services, the Home School District shall submit the following documents for **NSE** Voucher funding:
 - An Education Voucher Application signed by the Home School District Representative with the **NSE** option checked.
 - An evaluation, as specified in *ARS 15-766*, by the Home School District or an addendum to a State Placing Agency evaluation which meets the requirements of *ARS 15-766*.
 - The **current** Home School District Multidisciplinary Evaluation Team (MET) Report signed by all required members indicating that the child is not eligible for special education services.
 - Prior Written Notice to the parent documenting the eligibility decision.

- ❖ **CARE SPECIAL EDUCATION (CSE) OPTION:** If the child is determined **eligible** for special education services and needs education **while in a private residential facility for care, safety, or treatment reasons**, the Home School District shall submit the following supporting data for **CSE** Voucher funding:
 - An evaluation, as specified in *ARS 15-766*, by the Home School District or an addendum to a State Placing Agency evaluation which meets the requirements of *ARS 15-766*. **If the child has been receiving special education, the district may submit the current comprehensive evaluation.**
 - The Home School District Multidisciplinary Evaluation Team (MET) Report, including the eligibility statement, signed by all required members.
 - An Individual Education Program (IEP) developed by the Home School District for the current school year with a **Least Restrictive Environment (LRE) statement** for special education services (**not** placement in a residential facility) and a notation that the **IEP will be implemented in the private residential facility for care, safety, or treatment reasons** (may be on the PWN).
 - Prior Written Notice to the parent documenting the above decision.

- ❖ **RESIDENTIAL SPECIAL EDUCATION (RSE) OPTION:** If the child is determined **eligible** for special education services and needs placement in a private residential facility for educational reasons, the Home School District shall submit the following supporting data for **RSE** Voucher funding:
 - An Education Voucher Application signed by the Home School District Representative with the **RSE** option checked.
 - An evaluation, as specified in *ARS 15-766*, by the Home School District documenting the need for residential placement. The district may submit the current comprehensive evaluation along with responses to the *Placement In A Private Residential Facility Guide* and results of the behavioral health assessment.
 - The Home School District Multidisciplinary Evaluation Team (MET) Report, including the eligibility statement, signed by all required members.
 - An Individual Education Program (IEP) developed by the Home School District for the current school year with a Least Restrictive Environment (LRE) statement identifying the need for **placement in a private residential facility for educational reasons**
 - **The IEP must include discharge criteria developed in accordance with the *Exit Criteria Guidelines* and a reintegration plan for placement into a less restrictive educational environment.**
 - Prior Written Notice to the parent proposing a change in service delivery from home school district to a residential facility.

NOTE: IF THE ABOVE REQUIREMENTS HAVE NOT BEEN SUBMITTED TO ADE/ESS WITHIN SIXTY CALENDAR DAYS OF THE CHILD'S ENTRY INTO THE RESIDENTIAL FACILITY, THE HOME SCHOOL DISTRICT IS RESPONSIBLE FOR PAYMENT OF EDUCATIONAL COSTS UNTIL THE DOCUMENTATION HAS BEEN SUBMITTED.

EXTENSION OF VOUCHER FUNDING APPLICATION

REQUEST FOR EDUCATION VOUCHER FUNDING

Submit to: Arizona Department of Education, Exceptional Child Services, Attention: Vouchers Unit
1535 W. Jefferson, Bin # 24, Phoenix, AZ 85007 or FAX to: (602) 364-0428

This form must be completed by the Home School District when a child placed by a State Placing Agency into a private residential facility for care, safety, or treatment reasons cannot be evaluated within 60 calendar days. Please complete all information below.

PLEASE PRINT:

NAME OF CHILD: _____ DOB: ____/____/____

Residential Facility: _____ Date of entry: ____/____/____

HOME SCHOOL DISTRICT: _____ Phone () _____

In accordance with ARS 15-1183, the home school district is requesting an extension of voucher funding for the above-named child because (check all that applies):

_____ 1. The Home School District has not yet obtained a surrogate parent. **Please attach documentation of your effort to obtain a surrogate parent.**

_____ 2. The child was unavailable for testing; e.g., AWOL. _____

_____ 3. Other: _____

Signature of Home School District Representative *Date*

Home school district means the school district in which the person who has legal custody of the child resides. If the child is a ward of the state and a specific person does not have legal custody of the child, the home school district is the district that the child last attended or, if the child has not previously attended a public school in this state, the school district within which the child currently resides. Reference: ARS 15-761(10)

FOR ARIZONA DEPARTMENT OF EDUCATION USE ONLY

___ APPROVED Dates: ____/____/____ to ____/____/____ VOUCHER NUMBER: _____

___ NOT APPROVED Reason: _____

Arizona Department of Education Representative Date: ____/____/____

CONTINUING VOUCHER FUNDING APPLICATION

REQUEST FOR EDUCATION VOUCHER FUNDING

Submit to: Arizona Department of Education, Exceptional Child Services, Attention: Vouchers Unit
1535 W. Jefferson, Bin # 24, Phoenix, AZ 85007 or FAX to: (602) 364-0428

The Private Residential Facility is responsible for ensuring that this form is completed for any child whose placement is expected to continue into the upcoming school year. The PRF is also responsible for obtaining appropriate signatures from the SPA and HSD.

PLEASE PRINT:

NAME OF CHILD: _____ DOB: ____/____/____

Residential Facility: _____ Voucher Number: _____

Contact Person: _____ Phone () _____

Educational Placement and funding option:

_____ (NSE) Child is **not eligible** for special education, in a residential facility for care, safety, or treatment.

_____ (CSE) Child is **eligible** for special education, in a residential facility for **care, safety, or treatment**. **

_____ (RSE) Child is **eligible** for special education **and** requires a residential facility for **educational reasons**. **

****If the IEP has been revised since the initial voucher was issued, you must attach a copy of the current IEP.**

STATE PLACING AGENCY: _____

Contact Person: _____ Phone () _____

Signature of SPA Representative

Date

HOME SCHOOL DISTRICT: _____

Contact Person: _____ Phone () _____

Signature of Home School District Representative

Date

FOR ARIZONA DEPARTMENT OF EDUCATION USE ONLY

Approval period: ____/____/____ to ____/____/____ VOUCHER NUMBER: _____

NSE CSE RSE Primary Disability Category: A EDP SLD MIMR MOMR VI HI OHI Other _____

Arizona Department of Education Representative

Date: ____/____/____

NOTIFICATION OF FACILITY CHANGE FORM

Submit to: Arizona Department of Education, Exceptional Child Services, Attention: Vouchers Unit
1535 W. Jefferson, Bin # 24, Phoenix, AZ 85007 or FAX to: (602) 364-0428

This form is to be used only when a child with an existing voucher is transferred from one PRF to another PRF, or is re-entered in the PRF from which the child was recently withdrawn.

PLEASE PRINT:

NAME OF CHILD: _____ DOB: ____/____/____
Voucher Number: _____ School District: _____

PLEASE CHECK THE APPROPRIATE BOX AND PROVIDE THE INFORMATION REQUESTED FOR SECTION CHECKED:

☐ **Transfer**

Date of transfer: ____/____/____

Previous facility: _____

New facility: _____

☐ **Re-entry**

Residential Facility: _____

Reason for withdrawal: _____

Date of withdrawal: ____/____/____ Date of re-entry: ____/____/____

STATE PLACING AGENCY: _____

Contact Person: _____ Phone () _____

Signature of SPA Representative

Date

ALERT FORM

Submit to: Arizona Department of Education, Exceptional Child Services, Attention: Vouchers Unit
1535 W. Jefferson, Bin # 24, Phoenix, AZ 85007 or FAX to: (602) 364-0428

This form is to be used only when a child, with an IEP indicating a residential facility as the LRE, has not been placed within 15 days of the IEP date AND there has been no communication regarding placement from the State Placing Agency.

PLEASE PRINT:

NAME OF CHILD: _____ DOB: ____/____/____

School District: _____ Date of IEP: ____/____/____

Contact Person: _____ Title: _____

Phone Number: () _____ Fax Number: () _____

Please Indicate Agency/Department/Office Involved in IEP Meeting:

_____ DHS (Specify RBHA) _____

_____ DES (Specify Division & District) _____

_____ AOC (Specify Court) _____

_____ ADJC (Specify Facility) _____

Contact Person for identified Agency: _____

Phone Number: _____

DO NOT WRITE BELOW THIS LINE [FOR ADE STAFF ONLY]

ADE Action/Response:

Date Received: _____
